*Frayer Model*

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| --- | --- |
| DEFINITION | CHARACTERISTICS |
|  |  |
| EXAMPLES/MODELS | NON-EXAMPLES |
|  |  |

The Frayer Model is an adaptation of the concept map.  The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non examples of the concept word.  It is important to include both examples and non examples, so students are able to identify what the concept word is and what the concept word is not.  First, the teacher will assign the concept word being studied, and then talk about the steps involved in completing the chart.

**Frayer Model-Social Studies**

**What is it?** A word categorization activity that helps learners develop their understanding of concepts. There are two versions. In the first, students provide a definition, list characteristics or facts, and provide examples and non-examples of the concept. In the second students analyze some essential and nonessential characteristics of a concept, and refine their understanding by choosing examples and non-examples.

**How can it be used in social studies?** It can clear up concepts that can be confusing because they are used in various historical, cultural, and geographical contexts. Using this strategy gives students opportunity to understand what the concept is and what it is not. Students demonstrate their understanding and construct meaning by providing examples and non-examples from their own experiences and lives.

How to use it:

1. Assign a concept or word being studied
2. Explain the Frayer model diagram.
3. Model how to fill out the diagram.
4. Give students time to practice with assigned terms.
5. Once diagram is complete, let students share their work with others. Display diagrams/posters throughout unit so students can refer to the words and continue to add ideas.

Example

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| --- | --- |
| Definition (in your own words)  *The ideas, beliefs, and ways of doing things that a group of people who live in and area share.*  WORD  *Culture* | Characteristics  *Shared ideas*  *Shared beliefs*  *Shared practices* |
| Examples  *“What my friends and I wear”*  *“Music we listen to”* | Non-Examples  *Color of my hair*  *Color of my eyes*  *Nature*  *The weather* |

**Rationale for Using the Frayer Model in Mathematics Classes**

Many of our classrooms are developing word walls. The Frayer model would be a good tool for developing those word walls. The examples provided illustrate a model that could work in mathematics classes. In it the students take a mathematical term, which is written in the central circle, and then they develop the other four sections of the model. Top left is where the student writes the definition in their own words. The top right section is where the student lists the major characteristics or elements of the term, or if it helps then understand the term better, they could include pictures in this section that relate to the major characteristics or elements, if that is relevant. The bottom left section is where the student lists or draws or relates in some manner, examples of what the term means. The bottom right section of the model is where the student lists or draws or relates in some manner non-examples of the term. Non-examples are important in helping the student understand the limitations of the term and its definition.

Students could work on the terms for a chapter at the beginning of a chapter or unit. The students could work in groups using poster size sheets of the Frayer model and then those could be posted on the word wall for that chapter or unit. Also, the students could use regular paper size models of each term and keep those in their class notebooks/binders as support as they complete the chapter or unit.

Other variations of form for the Frayer model include:

|  |  |
| --- | --- |
| Definition  TERM | Characteristics |
| Examples | Non-examples |

|  |  |
| --- | --- |
| Vocabulary Term | Visual Representation |
| ­Definition | Make a Personal Connection |